

Burton Leonard Church of England (VC) Primary School



More Able Policy 2021-2024

Intent

Our intent is to provide the best possible provision for all pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school that have been identified as more able in our school.

More able describes children and young people with an ability to develop to a level significantly higher than that of their year group peers (or the potential to develop those abilities). More able children are those who have abilities in one or more academic subjects, like Maths and English and/or those who have skills in areas like sport, music, design or creative and performing arts.

Skills like leadership, decision-making and organisation are also taken into account when identifying and providing for more able children.

Provision will be made for these children within the normal class teaching, looking at working a greater depth within mastery in the new curriculum, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

North Yorkshire guidelines state that a pupil may be designated more able at a particular time and may come off the register on the recommendations of staff. A pupil may be more able in one school and not in another, depending on the composition of the school. A more able pupil may be a pupil with a SEND.

While we recognise and cater for these particular categories of children in our school, at the same time we respect the right of *all* children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults.

Our intent is:

- To recognise that more able pupils have particular needs that must be met.
- To foster a love of learning and the pursuit of excellence.
- To work in partnership with parents and relevant agencies.
- To skilfully challenge identified children to reach their true potential.
- To ensure that we recognise and support the needs of all our children
- To offer children opportunities to generate their own learning
- To encourage children to think and work independently

Implementation

Identification of more able children

We will keep abreast of current thinking and developments in defining and identifying more able children and at Burton Leonard we look at the register for more able children termly. We hold in mind the definition of the top 5-10% when identifying children and through professional discussion make decisions regarding adding/removing children on our register. We use a range of strategies to identify more able children.

In our school the characteristics of learners helps decide if a child is more able. This is supported by 'The Greater Depth Model of Teaching and Learning.'

An independent learner:

- able to process and evaluate information to work out how to be successful
- able to make connections between knowledge, skills and application of learning to different tasks
- able to recognise why learning is important and has agency with learning

A creative learner:

- able to think creatively by generating and exploring ideas
- able to make connections between prior and new learning
- resilient to new ways to tackle problems
- will share ideas and values the social element of learning

A reflective learner:

- able to evaluate the strengths of self and others
- wants to help and understand the importance of dialogue as a tool for learning
- welcomes feedback and sees that learning from error is positive
- willing to modify views and make changes in order to grow

A social learner:

- able to recognise interaction with others as key to successful learning
- uses dialogue to enhance understanding
- asks questions
- listens and willing to take responsibility
- forms collaborative relationships to resolve issues

A self –learner:

- able to organise thoughts, ideas and take responsibility
- willing to show initiative and commitment to learning in order to make a difference
- responds positively to new learning situations and welcomes change positively

Effective learners:

- engage actively
- understand the impact learning can have on self and others to enable active citizenship
- keen to participate in the life of the school and community and takes responsibility for improving the lives of self and others.

We record children's achievements and attainment on entry to school: Teacher/staff/other professionals adult nomination, checklists, testing- achievement, potential and curriculum ability, assessment of children's work, parental information, discussions with children/young people. The identification programme is ongoing and

begins when the child joins our school. Pre-school records (if available) and discussions with parents and carers give details of achievement and interests in particular areas. He or she may: be a good reader; be very articulate or verbally fluent for their age; give quick verbal responses (which can appear cheeky); have a wide general knowledge; learn quickly; be interested in topics which one might associate with an older child; communicate well with adults – often better than with their peer group; have a range of interests, some of which are almost obsessions; show unusual and original responses to problem-solving activities; prefer verbal to written activities; be logical; be self-taught in his/her own interest areas; have an ability to work things out in his/her head very quickly; have a good memory that s/he can access easily; be artistic; be musical; excel at sport; have strong views and opinions; have a lively and original imagination/sense of humour; be very sensitive and aware; focus on his/her own interests rather than on what is being taught; be socially adept; appear arrogant or socially inept; be easily bored by what they perceive as routine tasks; show a strong sense of leadership; and/or not necessarily appear to be well-behaved or well-liked by others.

We offer an extensive range of after-school and lunchtime clubs. These activities offer higher achievers the opportunity to further extend their learning in a wide variety of activities.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Impact:

The needs of more able pupils are met at our school through:

- The provision of a challenging and creative curriculum where tasks are appropriately differentiated.
- Appropriate grouping.
- Provision of a challenging and stimulating learning environment.
- The use of higher order questions to challenge and develop thinking skills.
- Extension and enrichment.
- Study skills.
- Ownership of learning – knowing their targets and how they can improve.
- Sourcing activities specifically for more able children.
- Pupils knowing what they need to do to improve in their learning

Provision is provided to challenge more able children through differentiated work, open ended tasks and extended group work using appropriate resources as recommended by the class teachers. Opportunities to work with other like-minded pupils, from other schools will be built into the curriculum.

Adopted Spring Term 2022

Next review Spring Term 2025

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